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ABSTRACT

The Austin Independent School District (AISD) Office of Research and Evaluation (ORE) conducts three surveys to contribute to more informed and better decision-making. The Questions for Teachers and Questions for Administrators surveys are both sent out annually to determine the attitudes of District staff on issues of importance districtwide. The Former Student Survey is conducted every other year. This survey asks graduates from the previous year about their present activities and the quality of the education they received in AISD. The attitudes of teachers and administrators can be compared on those items included on both surveys. A few of these are included in this report. Some items have also been included on the same survey for several years to allow a long-term look at changes in attitudes. The Former Student Survey includes items primarily of this type, plus some items on projects or topics of special interest. Effort is made to address information needs submitted by District staff and Board members within the limits of question formats and overall survey lengths. (Author/PN)

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When people talk, AISD listens!

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ORE Districtwide Surveys 1983

Liza Flores, Mathews Elementary School
Photographer: Danny Bonilla, Austin High

TM 830 567

WHEN PEOPLE TALK, AISD LISTENS!

"What do you think?" We ask each other this question all the time. Surveys are another more formal way to determine others' opinions on important issues or find out other descriptive information. This type of data can contribute to more informed and better decision-making.

The Office of Research and Evaluation (ORE) conducts three surveys on a regular basis.

- The "Questions for Teachers" and "Questions for Administrators" surveys are both sent out annually to determine the attitudes of District staff on issues of importance districtwide.

- The "Former Student Survey" is conducted every other year. This survey asks graduates from the previous year about their present activities and the quality of the education they received in AISD.

These multiple-choice surveys are sent to large samples and generally have very high return rates. We can be fairly confident that the results represent the views of the groups surveyed. Several project-specific parent and student surveys were also sent out this year. Care was taken to make sure no one was surveyed more than once. A districtwide parent survey is under consideration for next year.

The attitudes of teachers and administrators can be compared on those items included on both surveys. A few of these are included in this report. Some items have also been included on the same survey for several years to allow a long-term look at changes in attitudes. The Former Student Survey includes items primarily of this type, plus some items on projects or topics of special interest.

All District staff and Board members are encouraged to suggest questions for these surveys. Every effort is made to address information needs submitted within the limits of question formats and overall survey lengths. *One goal of this process is to reduce the total number of surveys issued from ORE and other District offices.* This year, questions were accepted until mid-January--surveys were issued in February and March.

ADMINISTRATOR SURVEY

This year's "Questions for Administrators" survey included questions on achievement, staff development, health insurance, administrator evaluation, accreditation, Project PASS, school resources, gifted/talented programs, retention, discipline, bus monitors, and counselors.

All administrators received a survey including those questions applicable to them. Since a large number of questions applied to elementary and secondary administrators, most were given to only half of each group. Almost all (90%) of the administrators responded.

A large number of the survey items were specific to projects. These will be discussed in connection with the final and technical reports for these evaluations which will be issued shortly:

- Project PASS
- Gifted and Talented
- Retention and Promotion
- Chapter 2
- Counseling Program.

This report will concentrate on general questions of interest districtwide.

AISD's Discipline is Good

Nearly everyone (95%) surveyed at the elementary and secondary levels felt the overall level of discipline in their schools is good. About three fourths said students exhibit good self-discipline.

When asked who handled most of the discipline at their schools, about two thirds said classroom teachers did, but that administrators should. None said that counselors handled discipline now or that they should in the future. A number of respondents indicated that teachers and administrators shared the responsibility for discipline.

WHO HANDLES MOST OF THE DISCIPLINE AT YOUR SCHOOLS? (N=52)	**CLASSROOM TEACHERS 65.4%**	ADMINISTRATORS 34.6%
WHO <u>SHOULD</u> HANDLE MOST OF THE DISCIPLINE AT YOUR SCHOOL? (N=47)	**CLASSROOM TEACHERS 38.3%**	ADMINISTRATORS 61.7%

Does Staff Development Build Administrative Skills?

Overall, about half (48%) of the administrators surveyed this year believed districtwide staff development had improved their competence. About 37% of those surveyed last year believed this. Although secondary school administrators were slightly more positive this year than last, *most of this increase reflects a change in elementary school administrators' views.* Central administrators' satisfaction did not change between 1980-81 and 1981-82.

Last year, 40% of the elementary school administrators thought districtwide staff development had helped to improve their skills; this year 72% thought so. This large increase may at least partially reflect improved satisfaction with new staff development efforts initiated this year by elementary education.

Elementary administrators were also more positive than secondary and central administrators about the August administrator workshop, a major districtwide staff development effort. While 73% of the elementary school administrators thought the workshop met their training needs, only 47% of the secondary school and 35% of the central administrators thought so. Overall, 46% of the administrators thought the workshop met their needs, 55-61% thought activities and materials were relevant, and 77-81% considered the presenters well prepared and knowledgeable. These results suggest that the presenters did well with the topics selected, but some areas of need were missed.

Administrators Rank Resource Needs

When asked which personnel and school materials they would most like to have more of in their schools, school administrators prioritized needs as follows:

Personnel

Elementary	Secondary
1. Classroom teachers	1. Classroom teachers
2. Counselors	2. Assistant principals
3. Nurses	3. Clerical help
4. Assistant principals	4. Counselors
5. Clerical help	5. Nurses

Materials

1. Instructional materials	1. Instructional materials
2. Library materials	2. Instructional equipment
3. Instructional equipment	3. Supplemental books
4. Supplemental books	4. Library materials

Thus, both elementary and secondary administrators selected classroom teachers and instructional materials as their top priorities. However, elementary school administrators would prefer more counselors and library materials as second choices, while secondary administrators would like more assistant principals and instructional equipment.

Administrators React to Health Insurance

About 56% of those with Blue Cross and 47% of those with Prucare agreed that they were satisfied with their health coverage. About 31% of the Blue Cross and 28% of the Prucare groups stated that coverage was inadequate. The rest were neutral.

Principals Like ROSE Report

The Report on School Effectiveness (ROSE) considers school characteristics in looking at student achievement. *Elementary principals were asked whether ROSE was more helpful in understanding their schools' achievement than other reports--two thirds (63%) said it was.* About 55% thought the report would be useful to others.

- About 87% thought instructional coordinators and the Board of Trustees would find the information useful.
- About 80% thought teachers and other central administrators would benefit.
- About 63% believed the information would be useful to parents.

Complete results for the overall group on these items are shown in Figure 1. Results for all items on the administrator survey can be found in Appendix R of SYSTEMWIDE EVALUATION: 1982-83 technical report Volume IV, Surveys and Records (ORE Pub. No. 82.55). Specific project final reports to be issued shortly will also discuss relevant administrator survey results.

Ulysses Hanes, Mathews Elem.
Photographer, Pam Pniak
Austin High

TEACHER SURVEY

"Questions for Teachers" for 1983 included 102 questions on achievement, staff development, health insurance, personnel evaluation, accreditation, Project PASS, gifted/talented programs, retention, discipline, bus monitors, counselors, Chapter 1 Migrant, State Compensatory Education, Texas Assessment of Basic Skills (TABS), minimum competency, Forming the Future priorities, and teacher recognition.

Half the teachers in the District were surveyed this year, with specific items computer-assigned to the teachers for whom they were relevant. Two hundred or more teachers received each general question, and 84% of the teachers returned their surveys.

Most of the teacher survey items were specific to evaluation projects. These will be discussed in the final and technical reports which will be issued this summer:

- Project PASS
- Gifted and Talented
- Retention and Promotion
- Chapter 2
- Chapter 1 Migrant
- State Compensatory Education
- Minimum Competency
- Achievement
- TABS.

This report will present information only on general questions of interest districtwide.

Teachers Positive about Discipline, but Less So than Administrators

Seventy percent of teachers believe the overall discipline level at their schools is good--lower than the 95% of administrators who responded the same way. Over half the teachers (54%) agreed that the level of self-discipline is good, again a lower percentage than the administrators' 74% who responded that way.

Elementary and secondary teachers agreed on these items, although a small percentage more elementary teachers agreed that students' self-discipline is good.

How Serious are Discipline-Related Problems?

Secondary teachers were asked to rate the seriousness of 10 discipline-related problems in their own schools. Although 70% of teachers agree

the overall level of discipline is good, over half the teachers responding view six of the problems as "serious" or "moderate." The table below shows how teachers view these problems:

PROBLEM	SERIOUS	MODERATE	MINOR	NOT AT ALL
Absenteeism	11%	56%	31%	2%
Student use drugs/alcohol	20%	37%	42%	2%
Class cutting	13%	46%	39%	2%
Vandalism/school property	19%	43%	36%	2%
Robbery or theft	18%	43%	37%	2%
Physical conflict/students	13%	42%	42%	3%
Verbal abuse of teachers	14%	32%	47%	7%
Conflicts between students/teachers	4%	34%	57%	4%
Student possession/weapons	4%	13%	67%	16%
Rape/attempted rape	-	1%	26%	74%

Does Staff Development Build Teachers' Skills?

Almost half the teachers agree districtwide staff development activities have contributed to the improvement of teacher competencies; about the same percentage as the last several years.

More teachers viewed presenters of inservice sessions as knowledgeable and well prepared than thought the sessions met their needs or increased their knowledge. Teachers were more positive about self-selected staff development than about either local campus or districtwide sessions. Elementary teachers' responses were very similar to those of secondary teachers, except that elementary teachers were somewhat more satisfied with districtwide staff development than secondary teachers.

Mrs. Annette Peres and Yoon Jung Hwang, Mathews Elementary

Photographer: Danny Bonilla, Austin High School

Teachers Differ from Administrators on Health Insurance Preference.

Teachers were more satisfied with Prucare than administrators, and less satisfied with Blue Cross.

About 43% of the teachers with Blue Cross insurance and 52% of those with Prucare agreed they were satisfied with their health coverage. About 40% of the Blue Cross group and 20% of the Prucare group stated they were dissatisfied.

Are Teachers Satisfied With Volunteer Activity Levels?

One priority area of Forming the Future was volunteers. Seven questions addressed the issue. *About half the teachers responded there was a satisfactory level of volunteer activity at their campuses. Half the secondary teachers and three fourths of the elementary teachers want volunteers in their classrooms.* Teachers who report volunteer activity in their classrooms report an average of half an hour per week in secondary classrooms and three quarters of an hour per week in elementary classrooms.

Teachers were divided about equally on whether they would prefer to train volunteers themselves or have the training done by someone else, but they virtually all want to choose the jobs volunteers should do.

Are Teachers Recognized?

Two items on the survey gauge aspects of teachers' satisfaction with the District, and their sense that they are recognized and appreciated.

GOOD TEACHING IS RECOGNIZED BY AISD. (N=520)

CENTRAL OFFICE ADMINISTRATORS ARE INTERESTED IN TEACHERS' IDEAS: (N=603)

FORMER STUDENT SURVEY

ORE has surveyed graduates annually from 1976-77 through 1980-81. We moved to an every-other-year schedule beginning with 1982-83, because of the stability of five years of data.

In previous years the sample of graduates had been a random percentage of all graduates from the previous spring. The returned samples usually under-represented males and minorities, and we theorized that lower achieving students were also under-represented. To balance this, we chose this year two separate random samples; 15% of graduates with grade averages over 85 and 30% of graduates with grade averages below 85.

In fact, the return rate for lower GPA graduates was 39%, as opposed to a 63% return for the higher GPA graduates. With over-sampling of the lower group the total return was closer to representing the District. Further analyses of these returns during the next year will help us improve sample selection in 1984-85.

Responses for the total group of graduates who returned surveys are found in Figure 3. A complete discussion of these and the responses of subgroups will be found in Appendix W of SYSTEMWIDE EVALUATION: 1982-83. Technical Report, Volume IV, Surveys and Records.

What are the graduates doing?

In April and May, almost a year after graduation, half these graduates were in school full time. Another 17% were in school part time, and two thirds were working full or part time. The table below shows the activities of the total group, and those of the groups with grade averages of below 85 and 85 and above:

ACTIVITIES	TOTAL SAMPLE	GROUP 85 & UP	GROUP BELOW 85
School, Full Time	52%	73%	36%
School, Part Time	17%	10%	22%
Armed Forces	4%	2%	6%
Parent	1%	1%	1%
Working, Full Time	31%	18%	39%
Working, Part Time	34%	43%	28%
Looking For Job	9%	9%	10%
Not Working, Not Looking	2%	3%	1%
Other	2%	2%	2%

As could be expected, almost all of the group with higher grades are in school, while half of the group with lower grades are. About the same percentage are working, but fewer of the lower scoring graduates are working and going to school. The average number of hours worked for all those working is 30 per week, and the average number of courses for those in school is 4.3.

None of these numbers are much different from those reported by AISD graduates since the Class of '76.

Were counselors helpful?

Half the 1983 graduates replied that counselors helped them in planning their high school programs, but only 19% said counselors had helped them in deciding what to do after high school. These percentages are almost the same as when the two questions were asked of the 1976 graduates.

Some did choose easy courses.

About 20% of these graduates said they had chosen some easy courses, not to learn, but to get good grades. Twenty percent also replied that learning was less important to them in high school than being with friends.

What were their most useful courses?

As have graduates of previous years, this group nominated language arts courses as their most useful, with math courses second and business third. As their second most useful, business ties with language arts and math courses are first. Students with higher grades were more apt to have nominated math as most useful.

Are the graduates prepared?

Sixty percent of these graduates believe high school graduation requirements should have required more of them, but 70% believe they are adequately prepared for their present activities. The table below shows that these responses have been about the same over the period for which we have data, but this year's breakdown shows that although graduates with lower grades report being less well prepared, they also feel less strongly that more should have been required of them.

	AGREEMENT BY CLASS							
	1976	1977	1978	1979	1980	1982		
						T	85+	85-
GRADUATION REQUIREMENTS SHOULD HAVE REQUIRED MORE	65%	54%	63%	63%	59%	61%	68%	56%
HIGH SCHOOL PREPARED ME ADEQUATELY	74%	73%	70%	73%	76%	70%	78%	54%

Over two thirds of the graduates who are working responded they were in jobs for which they were fully qualified or over-qualified. Thirteen percent also said they were working in jobs for which they were trained in high school.

Jennifer Burdick, Pease Elem.

Photographer:
Michelle Grimes, Austin High

Bibliography

FINAL TECHNICAL REPORT: Systemwide evaluation, 1981-82. Austin, Tx.: Office of Research and Evaluation (Pub. No. 81.24), Austin Independent School District, June 1982.

This technical report describes the purpose, procedures, and results for each information source used to collect districtwide test scores, survey results, accreditation updates, and attendance and graduation data. The Teacher Survey is Appendix H; the Administrator Survey is Appendix I.

SYSTEMWIDE EVALUATION: 1982-83 technical report. Austin, Tx.: Office of Research and Evaluation (Pub. No. 82.55), Austin Independent School District, June 1983.

This technical report includes procedures and results for a variety of information sources used by District projects. This year's report is divided into four volumes: Volume I on testing, Volume II on characteristics and achievement of special populations, Volume III on personnel evaluation and staffing, and Volume IV on surveys and records. Teacher, administrator, and former student survey results are included in Volume IV.

ADMINISTRATOR SURVEY: SELECTED ITEMS
OVERALL RESPONSES (ONE HALF OF ELEMENTARY, SECONDARY, AND CENTRAL ADMINISTRATORS) 283/315 responded (90%)

PLEASE CIRCLE THE NUMBER INDICATING YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENTS USING THE SCALE BELOW:

1 = STRONGLY AGREE
2 = AGREE
3 = NEUTRAL
4 = DISAGREE
5 = STRONGLY DISAGREE
6 = DON'T KNOW

	% 1	% 2	% 3	% 4	% 5	% 6
3. DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF ADMINISTRATOR COMPETENCIES. N=140	2.1	45.7	21.4	17.1	5.0	8.6
8. THE OVERALL LEVEL OF DISCIPLINE AT MY SCHOOL IS GOOD. N=62	38.7	56.5	4.8	0.0	0.0	0.0
9. THE OVERALL LEVEL OF SELF-DISCIPLINE OF STUDENTS AT MY SCHOOL IS GOOD. N=62	12.9	61.3	17.7	6.5	0.0	1.6

	CLASSROOM TEACHERS	COUNSELORS	ADMINISTRATORS
48. WHO HANDLES MOST OF THE DISCIPLINE AT YOUR SCHOOL? N=52	65.4%	0.0%	34.6%
49. WHO SHOULD HANDLE MOST OF THE DISCIPLINE AT YOUR SCHOOL? N=47	38.3%	0.0%	61.7%

50. WHICH PERSONNEL WOULD YOU MOST LIKE TO HAVE MORE OF IN YOUR SCHOOL? RANK FROM 1 TO 5, WITH 1 AS HIGHEST PRIORITY AND 5 AS LOWEST.* N=59

RANK	TOTAL POINTS	
5	152	NURSES
2	164	COUNSELORS
3	163	ASSISTANT PRINCIPAL(S)
1	212	CLASSROOM TEACHERS
4	155	CLERICAL HELP

*HIGHEST TOTAL POINTS IS HIGHEST PRIORITY CHOICE. (RESPONDENTS ORIGINAL RANK REVERSED IN TABULATION.)

51. WHAT SCHOOL MATERIALS WOULD YOU MOST LIKE TO HAVE MORE OF IN YOUR SCHOOL? RANK FROM 1 TO 4, WITH 1 AS HIGHEST PRIORITY AND 4 AS LOWEST.* N=61

RANK	TOTAL POINTS	
1	208	INSTRUCTIONAL MATERIALS
3	126	SUPPLEMENTAL BOOKS
2	147	INSTRUCTIONAL EQUIPMENT
3	126	LIBRARY MATERIALS

Figure 1. RESPONSES TO SELECTED ITEMS ON THE ADMINISTRATOR SURVEY. Sample sizes vary by question. (Page 1 of 2)

ADMINISTRATOR RESULTS (Continued)

THE ROSE (REPORT ON SCHOOL EFFECTIVENESS), DISTRIBUTED LAST FALL, CONSIDERED THE BACKGROUND OF YOUR STUDENTS IN LOOKING AT ACHIEVEMENT GAINS. DO YOU AGREE OR DISAGREE THAT:

			1	2	3	4	5	6
14.	THE INFORMATION IN ROSE HELPED ME TO UNDERSTAND THE ACHIEVEMENT GAINS OF MY STUDENTS BETTER THAN OTHER REPORTS.	N=35	5.7	62.9	14.3	11.4	2.9	2.9
15.	AFTER EXAMINING ROSE, CENTRAL ADMINISTRATORS AND OTHERS FROM OUTSIDE MY CAMPUS WOULD BETTER UNDERSTAND THE ACHIEVEMENT GAINS OF MY STUDENTS.	N=34	5.9	55.9	14.7	8.3	2.9	11.8

EXTREMELY USEFUL 1	VERY USEFUL 2	USEFUL 3	NOT VERY USEFUL 4	USELESS 5

USING THE ABOVE SCALE, CIRCLE THE NUMBER THAT INDICATES HOW USEFUL YOU THINK THE SCHOOL ACHIEVEMENT INFORMATION PROVIDED BY THE REPORT ON SCHOOL EFFECTIVENESS (ROSE) WOULD BE TO THE FOLLOWING GROUPS:

			1	2	3	4	5
16.	TEACHERS	N=35	8.6	40.0	34.3	17.1	0.0
17.	INSTRUCTIONAL COORDINATORS	N=35	5.7	54.3	28.6	11.4	0.0
18.	OTHER CENTRAL ADMINISTRATORS	N=34	5.9	41.2	35.3	14.7	2.9
19.	PARENTS	N=35	5.7	34.3	25.7	25.7	8.6
20.	SCHOOL BOARD	N=35	14.3	37.1	37.1	2.9	8.6

CIRCLE THE NUMBER WHICH INDICATES YOUR AGREEMENT WITH THE FOLLOWING STATEMENTS (MARK "NOT APPLICABLE" IF A STATEMENT DOES NOT APPLY TO YOU).

1 = STRONGLY AGREE 2 = AGREE 3 = NEUTRAL 4 = DISAGREE 5 = STRONGLY DISAGREE 6 = NOT APPLICABLE

THE AUGUST ADMINISTRATOR WORKSHOP ACTIVITIES I ATTENDED THIS YEAR (PREPARED BY CENTRAL OFFICE/PROGRAM ADMINISTRATORS):

			1	2	3	4	5	6
21.	MET MY TRAINING NEEDS	N=137	2.2	40.1	27.0	19.0	4.4	7.3
N & % WITHOUT NOT APPLICABLE (IN INK)		N=127	2.4	42.3	29.1	20.5	4.7	
22.	HAD RELEVANT/APPROPRIATE ACTIVITIES	N=139	3.8	50.4	25.2	8.6	2.2	7.9
		N=128	6.3	54.7	27.3	9.4	2.3	
23.	HAD RELEVANT/APPROPRIATE MATERIALS	N=135	4.4	45.9	30.4	8.9	2.2	8.1
		N=124	4.8	50.0	33.1	9.7	2.4	
24.	HAD WELL-PREPARED PRESENTERS	N=138	10.1	60.1	17.4	3.6	0.7	8.0
		N=127	11.0	65.4	18.9	3.9	.8	
25.	HAD KNOWLEDGEABLE PRESENTERS	N=137	10.2	64.2	16.1	0.7	0.7	8.0
		N=127	11.1	69.8	17.5	.8	.8	
26.	INCREASED MY KNOWLEDGE	N=133	4.5	47.4	29.3	8.3	3.8	6.8
		N=124	4.8	50.8	31.5	8.9	4.0	
27.	I AM SATISFIED WITH MY BLUE CROSS COVERAGE.	N=126	6.3	45.2	11.9	17.5	11.1	7.9
		N=116	6.9	49.1	12.9	19.0	12.1	
28.	I AM SATISFIED WITH MY PRUCARE COVERAGE.	N=66	3.3	13.2	11.8	3.8	4.4	52.9
		N=34	18.8	28.1	25.0	18.8	9.4	

Figure 1. RESPONSES TO SELECTED ITEMS ON THE ADMINISTRATOR SURVEY. (Continued, page 2 of 2)

TEACHER SURVEY: SELECTED ITEMS

OVERALL RESPONSES (ONE HALF OF TEACHERS DISTRICTWIDE: 1363 of 1614 RETURNED, 84% RETURN RATE)

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT BY CIRCLING THE NUMBER BELOW, ACCORDING TO THIS SCALE.

1 = STRONGLY AGREE 2 = AGREE 3 = NEUTRAL 4 = DISAGREE 5 = STRONGLY DISAGREE 6 = DON'T KNOW

		1	2	3	4	5	6
N=545/644 = 85%	4. DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES HAVE CONTRIBUTED TO THE IMPROVEMENT OF TEACHER COMPETENCIES.	5%	37%	24%	21%	9%	4%
N=578/690 = 83%	5. THE SCHOOL DISTRICT ADEQUATELY EMPHASIZES VOLUNTEER SERVICES.	3%	22%	24%	22%	6%	22%
N=484/572 = 85%	6. THE OVERALL LEVEL OF SELF-DISCIPLINE OF STUDENTS AT MY SCHOOL IS GOOD.	8%	46%	18%	22%	8%	1%
N=488/572 = 85%	7. THE OVERALL LEVEL OF DISCIPLINE AT MY SCHOOL IS GOOD.	16%	54%	13%	13%	4%	–
N=520/636 = 82%	8. GOOD TEACHING IS RECOGNIZED BY AISD.	5%	33%	25%	24%	10%	4%
N=603/705 = 86%	9. CENTRAL OFFICE ADMINISTRATORS ARE INTERESTED IN TEACHERS' IDEAS.	3%	22%	24%	16%	9%	19%
	THE 1 1/2 DAYS OF LOCAL CAMPUS STAFF DEVELOPMENT ACTIVITIES I ATTENDED (PLANNED BY MY PRINCIPAL AND REPRESENTATIVE TEACHERS):						
N=443/561 = 79%	10. MET MY TRAINING NEEDS.	7%	49%	20%	16%	6%	1%
	11. HAD RELEVANT/APPROPRIATE ACTIVITIES.	8%	54%	17%	15%	6%	1%
	12. HAD RELEVANT/APPROPRIATE MATERIALS.	8%	52%	20%	14%	5%	1%
	13. HAD WELL-PREPARED PRESENTERS.	15%	58%	18%	6%	3%	1%
	14. HAD KNOWLEDGEABLE PRESENTERS.	15%	61%	17%	5%	2%	1%
	15. INCREASED MY KNOWLEDGE IN THE AREA.	9%	51%	24%	10%	5%	1%
	THE 1 1/2 DAYS OF DISTRICTWIDE STAFF DEVELOPMENT ACTIVITIES I ATTENDED THIS YEAR (PREPARED BY CENTRAL OFFICE/PROGRAM ADMINISTRATORS):						
N=409/485 = 84%	16. MET MY TRAINING NEEDS.	9%	46%	15%	15%	14%	2%
	17. HAD RELEVANT/APPROPRIATE ACTIVITIES.	10%	53%	16%	11%	9%	2%
	18. HAD RELEVANT/APPROPRIATE MATERIALS.	9%	54%	17%	11%	7%	2%
	19. HAD WELL-PREPARED PRESENTERS.	14%	59%	17%	5%	3%	2%
	20. HAD KNOWLEDGEABLE PRESENTERS.	16%	62%	16%	2%	3%	2%
	21. INCREASED MY KNOWLEDGE IN THE AREA.	8%	48%	33%	10%	10%	2%
	THE TWO DAYS OF SELF-SELECTED STAFF DEVELOPMENT (WHICH COULD BE SUBSTITUTED FOR "COMP TIME" DAYS):						
N=458/554 = 83%	22. MET MY TRAINING NEEDS.	18%	43%	16%	14%	5%	3%
	23. HAD RELEVANT/APPROPRIATE ACTIVITIES.	17%	50%	19%	12%	4%	3%
	24. HAD RELEVANT/APPROPRIATE MATERIALS.	17%	49%	16%	11%	4%	3%
	25. HAD WELL-PREPARED PRESENTERS.	23%	59%	13%	5%	2%	3%
	26. HAD KNOWLEDGEABLE PRESENTERS.	22%	58%	11%	3%	2%	3%
	27. INCREASED MY KNOWLEDGE IN THE AREA.	19%	47%	16%	11%	4%	3%

Figure 2. RESPONSES TO SELECTED ITEMS ON THE TEACHER SURVEY. Sample sizes vary by question and are shown at the left of each item. (Page 1 of 2)

FOR EACH OF THE FOLLOWING ITEMS PLEASE RATE YOUR LEVEL OF AGREEMENT WITH THE STATEMENT BY CIRCLING THE NUMBER BELOW, ACCORDING TO THIS SCALE.

1 = STRONGLY AGREE 3 = NEUTRAL 5 = STRONGLY DISAGREE
2 = AGREE 4 = DISAGREE 6 = NOT APPLICABLE

		1	2	3	4	5	6
55.	I AM SATISFIED WITH MY BLUE CROSS COVERAGE. N=398	6%	29%	14%	19%	14%	20%
56.	I AM SATISFIED WITH MY PRUCARE COVERAGE. N=336	7%	[illegible]	11%	4%	4%	60%

52. HOW MUCH ARE VOLUNTEERS NOW INVOLVED IN YOUR CLASSROOM? .67 PERSON HOURS PER WEEK
N=456/638=72%

53. THIS CAMPUS HAS A SATISFACTORY LEVEL OF VOLUNTEER ACTIVITY. YES 54% NO 46%
N=498/638=78%

54. I WANT TO HAVE VOLUNTEERS INVOLVED IN MY CLASSROOM. YES 66% NO 33%
N=539/821=66%

ALSO SHOULD HAVE A CENTRALIZED VOLUNTEER PROGRAM TO:

61. TRAIN VOLUNTEERS TO WORK IN SCHOOLS N=527/638=82% YES 85% NO 15%
62. PROVIDE SPEAKERS AND ROLE MODELS FOR CLASSROOM PRESENTATIONS N=532/660=80% YES 85% NO 15%
63. FOSTER SCHOOL/BUSINESS PROGRAMS N=489/660=74% YES 81% NO 17%

64. IF VOLUNTEERS WERE ASSIGNED TO MY CLASSROOM, I WOULD PREFER TO
I=523/646=81%

1. 52% HAVE A CENTRAL VOLUNTEER COMMITTEE DECIDE WHAT JOB VOLUNTEERS SHOULD DO, TRAIN THEM AND SEND ME ONE.
2. 48% CHOOSE WHAT JOB I WOULD LIKE A VOLUNTEER TO DO AND HAVE A CENTRAL COMMITTEE SEND ME SOMEONE WHO CAN DO IT.
3. 47% HAVE A VOLUNTEER SENT, DECIDE WHAT I NEED DONE, AND TRAIN THE VOLUNTEER MYSELF.

HOW SERIOUS A PROBLEM IS EACH OF THE FOLLOWING IN YOUR SCHOOL?
N=137/177=77%

		SERIOUS	MODERATE	MINOR	NOT AT ALL
75.	ABSENTEEISM	11%4	52%3	31%2	2% 1
76.	STUDENT USE OF DRUGS OR ALCOHOL	20%4	37%3	42%2	2% 1
77.	CLASS CUTTING	13%4	46%3	39%2	2% 1
78.	VANDALISM OF SCHOOL PROPERTY	19%4	43%3	36%2	3% 1
79.	ROBBERY OR THEFT	18%4	43%3	37%2	2% 1
80.	VERBAL ABUSE OF TEACHERS	19%4	34%3	47%2	7% 1
81.	PHYSICAL CONFLICT AMONG STUDENTS	13%4	43%3	43%2	3% 1
82.	CONFLICTS BETWEEN STUDENTS AND TEACHERS	9%4	34%3	47%2	9% 1
83.	STUDENT POSSESSION OF WEAPONS	9%	13%3	67%2	16%1
84.	RAPE OR ATTEMPTED RAPE	— 4	1%3	26%2	74%1

Figure 2. (Continued, page 2 of 2)

AUSTIN INDEPENDENT SCHOOL DISTRICT
OFFICE OF RESEARCH AND EVALUATION

DISTRICT PRIORITIES EVALUATION
1982-83

FORMER STUDENT QUESTIONNAIRE

DIRECTIONS: CIRCLE THE LETTER FOR THE ANSWER YOU CHOOSE. LEAVE BLANK ANY ITEMS YOU DO NOT UNDERSTAND OR WHICH DO NOT APPLY TO YOU.

1. What are you doing now? (CIRCLE THE LETTERS OF ALL THE ITEMS THAT TELL WHAT YOU ARE DOING THIS SEMESTER.)

N=303

52% A. In school, full time
17% B. In school, part time
4% C. In armed forces
– D. Housewife, not working outside the home
1% E. A parent
31% F. Working, full time
34% G. Working, part time
9% H. Not working, looking for a job
2% I. Not working, not looking for a job
2% J. Other (Describe):_____

IF YOU ARE WORKING PART TIME OR FULL TIME, ANSWER THE QUESTIONS IN THIS BOX (ITEMS 2 - 6).

N=195

2. In what type of job are you employed?

27% A. Office work (secretary, receptionist, data clerk...)
29% B. Salesperson (retail, grocery, tickets...)
9% C. Mechanical (auto, machine operator/maintenance...)
7% D. Skilled labor (building, printing, assembly line...)
3% E. General labor (service station, day laborer...)
13% F. Food service (cook, waitperson, bus boy...)
5% G. Domestic work (child care, health care, cleaning...)
3% H. Armed forces
10% I. Other: Specify_____

N=187

3. Which of the following is your present job?

6% A. In an apprenticeship program
22% B. Receiving on-the-job training
52% C. A job I am fully qualified for
20% D. A job I am over-qualified for

N=198

4. Which statement best describes your job?

13% A. In a field for which I was prepared in high school.
25% B. In a field related to my high school experience.
62% C. In a field not related to my high school experience.

N=203 AVERAGE # HOURS = 30 per wk.

5. About how many hours per week do you work?

5% A. Fewer than 10
9% B. Ten
25% C. Twenty
17% D. Thirty
39% E. Forty
15% F. More than 40

IF YOU ARE ATTENDING ANY SCHOOL, ANSWER ITEMS 7 through 9. IF NOT, SKIP TO ITEM 10 ON THE OTHER SIDE

N=303: Total Sample
% of Total

N=208 - those in school

7. What type of school are you attending?

45% A. Four year college or university
5% B. Technical or trade school
1% C. Private business school
13% D. Community/jr. college: may transfer to 4-year college
3% E. Community/jr. college: 2-year associate degree
1% F. Community/jr. college: certificate program
1% G. Other: Describe_____
None = 31%

N=203 AVERAGE # COURSES = 4.3

8. How many courses are you taking this semester?

6% A. One
6% B. Two
14% C. Three
32% D. Four
28% E. Five
6% F. Six
2% G. Seven

OVER ◊◊◊

Figure 3. RESPONSES OF TOTAL GROUP ON FORMER STUDENT QUESTIONNAIRE. (Page 1 of 2)

Figure 3. (Continued, page 2 of 2)

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9. In your present school experience, what *specific* high school courses (for example, English composition, typing, speech, algebra, etc.) do you find to be:

MOST USEFUL _____ SECOND MOST USEFUL _____

FOR THESE HIGH SCHOOL COURSES AND ACTIVITIES DO TWO THINGS: FIRST CIRCLE THE NUMBER THAT INDICATES HOW USEFUL THE AREA WAS IN PREPARING YOU FOR YOUR CONTINUING EDUCATION, WORK, OR LEISURE ACTIVITIES. SECOND, CIRCLE THE 5 IN THE RIGHT HAND COLUMN FOR ANY COURSES YOU NOW WISH YOU HAD TAKEN IN HIGH SCHOOL (OR HAD TAKEN MORE OF IN HIGH SCHOOL).

	SECOND MOST USEFUL	N=220 MOST USEFUL	DID NOT TAKE ANY COURSES IN THE AREA	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	WISH I'D TAKEN MORE COURSES IN THE AREA
10. Language Arts (includes reading, speech, drama, journalism)	20%	40%		2	3	4	5
11. Mathematics	25%	33%		2	3	4	5
12. Science	13%	4%		2	3	4	5
13. Social Studies (includes history, geography, government, etc.)	11%	2%		2	3	4	5
14. Health	–	–		2	3	4	5
15. Foreign Language	2%	–	1	2	3	4	5
16. Business Education	20%	12%	1	2	3	4	5
17. Homemaking	1%	–	1	2	3	4	5
18. Vocational Cooperative Education (V.O.E.,D.E.,C.V.A.E.,etc.)	2%	3%	1	2	3	4	5
19. Vocational Pre-employment (printing, cosmetology, auto, etc.)	1%	2%	1	2	3	4	5
20. Industrial Arts	–	–	1	2	3	4	5
21. Art	–	1%	1	2	3	4	5
22. Music (choir, band, orchestra, theory)	–	–	1	2	3	4	5
23. Physical Education	–	–	1	2	3	4	5
24. Driver Education	–	–	1	2	3	4	5
25. Student government, scholastic clubs, voc. clubs, publications	–	1%	1	2	3	4	5
26. Athletic teams, cheerleaders, drill teams	2%	–	1	2	3	4	5
27. Band, choir, orchestra, drama groups (after school activities)	2%	1%	1	2	3	4	5

IN ITEMS 28-34, CIRCLE THE NUMBER ON THE RIGHT THAT TELLS HOW MUCH YOU AGREE OR DISAGREE WITH EACH STATEMENT.	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
28. The high school graduation requirements should have required more of me.	1 9%	2 35%	3 40%	4 21%
29. Overall, high school adequately prepared me for my present activities.	1 7%	2 33%	3 60%	4 10%
30. A counselor was helpful to me in planning my high school program.	1 20%	2 29%	3 35%	4 16%
31. A counselor helped me decide what to do after high school.	1 30%	2 51%	3 13%	4 6%
32. Discipline in my high school was effective.	1 16%	2 31%	3 46%	4 8%
33. I took some easy courses, not to learn something, but to get high grades.	1 32%	2 40%	3 19%	4 9%
34. Learning was less important to me in high school than being with my friends.	1 37%	2 45%	3 14%	4 4%

PLEASE COMPLETE THIS AS SOON AS POSSIBLE, AND RETURN IT IN THE ENCLOSED SELF-ADDRESSED ENVELOPE. THANK YOU.

AUSTIN INDEPENDENT SCHOOL DISTRICT
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